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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  2.1.5.    Relate multiplication and division to number patterns and models of groups and rectangular arrays.  **CC.4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.  3.1.1.    Describe and represent polygons, solids, and other familiar two- and three-dimensional objects. (Includes Quick Images)  **CC.4.G.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.  3.3.8.    Use customary and metric tools and units and non-standard units to estimate, measure and solve problems involving length and perimeter to the nearest quarter-inch or half-centimeter, area, capacity, weight, temperature and volume.  **CC.4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.  **CC.4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.  **CC.4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).  3.3.9.    Use estimation strategies to predict reasonable answers to measurement problems and explain the reasoning used orally and in writing.  **CC.4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).  **Ten Minute Math Only**  2.1.1.    Locate, label, compare and order numbers up to 100,000 using place value models, number lines and number patterns (including multiples of 1,000 and 10,000). (Practicing Place Value)  **CC.4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.  (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)  **CC.4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**  3.3.8.    Use customary and metric tools and units and non-standard units to estimate, measure and solve problems involving length and perimeter to the nearest quarter-inch or half-centimeter, area, capacity, weight, temperature and volume.  Concept 4.1.a GLE 2 Use measurement tools and standard units to compare and contrast the motion of common objects such as toy cars, balls, model rockets or planes in terms of change in position, speed and direction.  Concept 4.3.1 GLE 4 Pose testable questions and employ simple equipment and measuring tools to collect data about factors that affect erosion (e.g., type of earth material in an area, volume of moving water, slope of land, vegetation coverage). |
| **GLE’s but not CCSS**  2.2.14.   Develop and use a variety of computational strategies including place value concepts, number lines and the commutative and associative properties to add and subtract three- and four-digit numbers and money amounts up to $1,000.00.(Practicing Place Value\_  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). |
| **CCSS but not GLE’s**  **N/A** |